STUDY MODULES

- Overview of the Danielson Framework
- Domain I: Planning and Preparation
- Domain II: Classroom Environment
- Domain III: Instruction
- Domain IV: Professional Responsibilities
- Observations, Evaluation, and Next Steps

STUDY RESOURCES

- Study Modules
  https://www.education.txstate.edu/oep/Resources/student-teaching.html
- The Instructional Model for Education Students: Danielson Framework for Teaching (FfT)
  https://www.education.txstate.edu/oep/Resources/student-teaching.html
  http://www.danielsongroup.org/framework/
LEARNING EXPECTATIONS

Participants will:

- Develop a working knowledge base of The Danielson Framework for Teaching (FFt)
- Use the structure of the FFT to strengthen understanding
- Describe high-quality teaching within the FFT
- Identify and use support resources for successful implementation of FFT

WHY THE DANIELSON FRAMEWORK FOR TEACHING?

Programmatic needs:

- Consistent practices/documentation of ST observations
- Consistent mentoring practices among university supervisors
- Increased alignment among observations, evaluations, reflections, and processes

VALUE OF THE FRAMEWORK

The Framework for Teaching provides:

- A comprehensive picture of teaching
- Common language for talking about teaching
- Road maps for planning
- An organizing structure for programmatic alignment and improvement efforts
- Support for individualized improvement
A SOLID FOUNDATION FOR YOUR CAREER IN TEACHING

DANIELSON FRAMEWORK FOR TEACHING

T-TESS (TX TEACHER EVALUATION AND SUPPORT SYSTEM)

<table>
<thead>
<tr>
<th>DOMAINS</th>
<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Preparation</td>
<td>4 Levels</td>
</tr>
<tr>
<td>Classroom Environment</td>
<td>5 Levels</td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
</tr>
<tr>
<td>Professional Responsibilities</td>
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</table>

<table>
<thead>
<tr>
<th>4 Performance Levels</th>
<th>5 Performance Levels</th>
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</thead>
<tbody>
<tr>
<td>Distinguished (4)</td>
<td>Distinguished (5)</td>
</tr>
<tr>
<td>Competent (3)</td>
<td>Accomplished (4)</td>
</tr>
<tr>
<td>Basic (2)</td>
<td>Proficient (3)</td>
</tr>
<tr>
<td>Unsatisfactory (1)</td>
<td>Developing (2)</td>
</tr>
</tbody>
</table>

THE FRAMEWORK STRUCTURE = 4 DOMAINS

Ongoing

1-Planning and Preparation

2-Classroom Environment

3-Instruction

4-Professional Responsibilities

Observable

SUPPORTING LAYERS

Domain

Components

Elements and Indicators
CHECKING FOR UNDERSTANDING

In what ways might the Framework for Teaching help you during your student teaching experience?

CHECKING FOR UNDERSTANDING

In what ways is it beneficial for you and your university supervisor to have the same expectations for high-quality teaching and learning?

CHECKING FOR UNDERSTANDING

Which portions of the Framework for Teaching structure do you think will be most helpful to you in your student teaching experience?
Domain 1: Planning and Preparation

FRAMEWORK FOR TEACHING

Domain 1: Planning and Preparation
- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

DOMAINE 1: PLANNING AND PREPARATION

1a: Knowledge of Content and Pedagogy
- Knowledge of the content and structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy
DOMAIN 1: PLANNING AND PREPARATION

1b: Knowledge of Students

- Knowledge of child/adolescent development
- Knowledge of the learning process
- Knowledge of students’ skills, knowledge, language proficiency
- Knowledge of students’ interests and cultural heritage
- Knowledge of student’s special needs
**DOMAIN 1: PLANNING AND PREPARATION**

### 1c: Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability

### 1d: Demonstrating Knowledge of Resources
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for the students
DOMAIN 1: PLANNING AND PREPARATION

1e: Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
DOMAIN 1: PLANNING AND PREPARATION

**1f: Designing Incorporating Student Assessments**

- Congruence with instructional outcomes
- Criteria and standards
- Use of formative assessments
- Use for planning

---

**DOMAIN 1: APPLICATION TO LESSON PLANNING**

- Texas State Lesson Plan Formats for Student Teaching
  - Plan for Learning (elementary only)
  - Madeline Hunter Model
  - 5E Model

- Link to Texas State Student Teaching Resources
  [www.education.txstate.edu/oep/Resources/student-teaching.html](http://www.education.txstate.edu/oep/Resources/student-teaching.html)
DOMAIN 1: CHECKING FOR UNDERSTANDING

1. When a teacher reviews student results of a previous reading assessment to select resources for a reading lesson, what component is she demonstrating?

2. What one component determines the instructional activities, the resources used, and guides the development of assessment?

3. Of the five components in Domain 1, which is considered the “heart of planning?”
FRAMEWORK FOR TEACHING

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment
- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 3: Instruction

Domain 4: Professional Responsibilities

DOMAIN 2: CLASSROOM ENVIRONMENT

2a: Creating an Environment of Respect and Rapport
- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and actions
DOMAIN 2: CLASSROOM ENVIRONMENT

2b: Establishing a Culture for Learning

- Importance of the content and of learning
- Expectations for learning and achievement
- Student pride in work
2c: Managing Classroom Procedures
• Management of instructional groups
• Management of transitions
• Managing materials and supplies
• Management of non-instructional duties

2d: Managing Student Behavior
• Expectations
• Monitoring of student behavior
• Response to student misbehavior
DOMAIN 2: CLASSROOM ENVIRONMENT

2e: Organizing Physical Space
- Safety and accessibility
- Furniture arrangement and use of physical resources
DOMAIN 2: CHECKING FOR UNDERSTANDING

1. True or False: The following is an example of Domain 2, Managing Student Behavior. "The teacher moves a student closer to the front of the room so the student can more easily see the board."

2. What component describes the various systems a teacher creates in order to have an efficiently running classroom?

3. Read the following quote by Dr. Haim Ginott. "I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humiliate, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized."

What Domain 2 components are evidenced in this quote?
Domain 3: Instruction

FRAMEWORK FOR TEACHING

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
  • Communicating with Students
  • Using Questioning and Discussion Techniques
  • Engaging Students in Learning
  • Using Assessment in Instruction
  • Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities

DOMAIN 3: INSTRUCTION

3a: Communicating with Students
  • Expectations for learning
  • Directions and procedures
  • Explanations of content
  • Use of oral and written language
3b: Using Questioning/Prompts and Discussion Techniques

- The quality of questions and prompts
- Discussion techniques
- Student participation
3c: Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d: Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment, monitoring of progress
- Lesson Adjustment
DOMAIN 3: INSTRUCTION

3e: Demonstrating Flexibility and Responsiveness
- Lesson Adjustment
- Response to Students
- Persistence
1. True or False: Both verbal communication and visuals that appear during a lesson should be error free.
2. What component(s) include the need to make adjustments based on the level of student understanding?
3. What three areas must a teacher effectively address in Component 3b?
4. The following is an example of what component? Each student in Ms. Sample’s classroom must correctly call out a displayed sight word as they leave the room to go to lunch.
Domain 4: Professional Responsibilities

FRAMEWORK FOR TEACHING

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities
  • Reflecting on Teaching
  • Maintaining Accurate Records
  • Communicating with Families
  • Participating in the Professional Community
  • Growing and Developing Professionally
  • Showing Professionalism

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a: Reflecting on Teaching
  • Accuracy
  • Use in further teaching
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4b: Maintaining Accurate Records
4c: Communicating with Families

4d: Participating in a Professional Community
- Relationships with university/campus colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects
- Participation in university/campus events/meetings/training

4e: Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Service to the profession
- Receptivity and responsiveness to feedback
- Improvement/growth in performance

October 2015
OFFICE OF EDUCATOR PREPARATION
COLLEGE OF EDUCATION
TEXAS STATE UNIVERSITY
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4f: Showing Professionalism

- Integrity and ethical conduct
- Advocacy
- Equitable service to all students
- Sound judgment and decision-making
- Compliance with university/campus/district regulations

PRIORITIES OF THE FRAMEWORK

“Children are both problem solvers and problem generators: children attempt to solve problems presented to them, and they also seek novel challenges. They refine and improve their problem-solving strategies not only in the face of failure, but also by building on prior success. They persist because success and understanding are motivating in their own right” (p. 112).

PRIORITIES OF THE FRAMEWORK

• Cognitive Engagement
• Constructivist Learning

Problem-based learning
Student choice and initiative
Student thinking
Relevant and authentic activities

DOMAIN 4 CHECKING FOR UNDERSTANDING

1. When should a teacher reflect on his or her performance?
   a. when asked to submit goals to the principal at the end of the year
   b. once each grading period
   c. once a week when writing lesson plans
   d. after each instructional lesson

2. Joining and becoming active in a professional teaching organization would be an example of what component?

3. Student teachers will not be held accountable for what two Domain 4 components?
**Observations, Evaluations, and Next Steps**

October 2015

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**COLLEGE OF EDUCATION**
**TEXAS STATE UNIVERSITY**

**RESOURCES NEEDED FOR THIS SECTION**

- PowerPoint Handout for the Danielson Framework Study for Student Teachers
- Access to the 2013 Danielson Framework Observation Form
- Post-Observation Protocol Questions
- Student Teacher Final Evaluation Form

Link to OEP Student Teaching Resources Webpage:
[http://www.education.txstate.edu/oep/Resources/student-teaching.html](http://www.education.txstate.edu/oep/Resources/student-teaching.html)

**OBSERVATIONS**

- Observations by University Supervisor
  - Based on Danielson Framework for Teaching (FFT)
  - Lesson observation of Domains 2 and 3
  - Documentation, as appropriate, of Domains 1 and 4
  - Acknowledgement in ePortfolio
    - [http://eportfolio.its.txstate.edu/studentsupport.html](http://eportfolio.its.txstate.edu/studentsupport.html)

- Post-Observation Conference

- Observations by Cooperating Teacher
### THE FRAMEWORK FOR TEACHING RUBRIC -- DEFINING TEACHING EXCELLENCE

<table>
<thead>
<tr>
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<th>Level 4</th>
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### GETTING FAMILIAR WITH THE RUBRIC

2b: Establishing a Culture for Learning

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### STUDENT TEACHER FINAL EVALUATION PERFORMANCE LEVELS

<table>
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<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td>DNMS*</td>
<td>Acceptable</td>
<td>Effective</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

*DNMS = Does Not Meet Standard

Little Understanding
Limited; Inc; Frequent Errors; Lack of Judgment
Continual Guidance/Support
Need for Significant Improvement
High Dependence at FIT Level 1

Lack of Full Understanding
Inconsistent/partial
To Meets/Exceeds

Moderate Guidance/Support
Need for Growth; Making Improvement
Moderate Dependence at FIT Level 2

Solid Understanding
Generally consistent/effective
Some Guidance/Support
Progress/Growth
Growing Independence at FIT Level 2/3

Strong Understanding
Highly Effective
No Need for Guidance/Support
Growth Often Self-generated
Independent at FIT Level 3
TAKE OWNERSHIP OF YOUR OWN LEARNING!

- Observe the Cooperating Teacher
- Get the most out of student teacher seminars
- Record lessons
- Regularly reflect on your own performance
- Ask for others to observe you

YOU’RE NOT IN THIS ALONE!

- Support and mentoring from your university supervisor
- Seminar dialogue with colleagues during the semester
- Experienced Cooperating Teacher

RESOURCES FOR APPLYING THE DANIELSON FRAMEWORK

- OEP Student Teaching Resources Webpage
- Lesson Plan Formats
- Reflections
- Observation Process
- Final Evaluation Instrument
- 2013 Charlotte Danielson FFT
STUDENT TEACHING EXPECTATIONS

- Classroom visit prior to first day
- Observations of the cooperating teacher
- Regular reflections
- Supervisor’s seminars
- Observations and post-observation conferences
- Lesson plans
- Resume and Job Fair
- Statement of Professional Responsibility
- Other assignments per Student Teacher Standard Experiences

NEXT STEPS

- Participate in continual dialogues with colleagues during meetings and seminars
- Secure and review Danielson resources
  OEP Student Teaching Resources Webpage
- Ask questions and be open to feedback!

DOMAIN 3 CHECKING FOR UNDERSTANDING

- How many times will you be observed by your supervisor and what will be the focus of the observation process?
- What is one of the most significant distinctions between the Danielson level 4 and the other performance levels in the FIT rubric?
- What is the major difference between how you are observed during the semester and how you are evaluated at the end of the semester?